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ABSTRACT

A survey was conducted of at least two educational agencies in each state and territory of the United States in order to determine state policies on concurrent enrollment. Six states did not respond; 17 indicated that there was no statewide policy and that such matters were determined on a local level by boards of trustees or individual institutions. Only three states indicated that they discouraged concurrent enrollment; the rest reported on varieties of concurrent enrollment used to accelerate the progress of high school students or to enrich their experience. Some states favored contracts between secondary and postsecondary schools to provide for instruction in areas where the secondary school's offerings are limited; some favored minimum school day attendance at high schools and additional enrollment in college-level courses; some favored early graduation or allowing students to finish their senior year at college. The survey revealed various policies regarding admission criteria, foundation funding, and credits. Some states specified that all high school credits must be earned in high schools and that college credits must be held in "escrow" until the student graduates; others permit college-level work to count toward high school graduation. The reported policies are summarized by state, and a model policy is proposed in the study report. (AYC)

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CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS IN COLLEGE: A STATUS REPORT

Christie D. Vernon

April, 1979

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CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS IN COLLEGE:
A STATUS REPORT
April, 1979

Christie D. Vernon
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INTRODUCTION: The attached sheets contain a summary of the responses to a survey of the policies of the various states, on the subject of concurrent enrollment. Concurrent enrollment is one of a variety of programs coming into use to accelerate the progress of high school students, or to enrich their experience. In fact, as one state reported, the senior year is coming to be looked on as a transition year from the high school to work or college (or both), when many young people may be marking time, or even becoming bored and disaffected with education.

METHOD OF THE SURVEY: At least two educational agencies in each state (and territory) were sent a letter requesting a statement of their policy on concurrent enrollment, and, if possible, a source document. Very few of the states failed to respond; and blank spaces are left in the summary to update the summary if the information arrives.

The responses indicated what one might expect: some had not policies at all; some were beginning to think about or study the problem; many wrote and asked for a copy of the results of the survey. One is tempted to say that the conciseness of the response was in inverse proportion to the density of the population: that is, Oklahoma sent one-half page which clearly stated a state policy on concurrent enrollment; and New York sent two books! Actually, although the Oklahoma policy is the essence of concise statement, the New York booklets are a gold mine of information about all types of advanced placement programs - in fact they are exhaustive, and highly recommended as sources of information.

Several states indicated that they felt a responsibility for providing means for students to be given accelerated programs, and have requested the educational agencies to cooperate in this effort. Virginia does it through their Standards of Quality statement, and Florida also promotes such an effort. Many variations of attitude and program will be found in the summary.

Implications for the community colleges are clear. This kind of a transition program can be an important source of enrollments, since the students will usually need to stay at home during the final year, and must seek these programs ir the colleges which are available to them locally.

ISSUES INVOLVING THE STUDENTS: If these programs are to be used as recruiting tools, they must be used responsibly, and with the needs of the students uppermost. These needs may involve:

- -- the students may have exhausted his/her field of interest in the high school and need advanced courses to count toward college efforts;
- -- they may wish to escape the redundancy which often occurs between the senior and freshman years;
- -- they may need vocational training, orientation, or experience in order to enter the job market, or to support themselves in college;
- -- they may need a more sophisticated and challenging atmosphere in order to escape boredom, disaffection with education, and gain better affective outcomes.

ISSUES INVOLVING THE EDUCATIONAL AGENCIES: There are a number of technical issues to be considered, some of which are:

-- at what level policies will be established and agreements made;
-- how will students qualify: superior standing, test scores, recommendations, expressed needs, parental consent...?
-- how will programs qualify? where will they be taught? and with what faculty?
-- where will credit be given - in the high school, the college, or both?
-- how will funding be established: how many hours per day must the student spend in each institution to meet minimum criteria for funding?
-- will there be contracting arrangements for services, facilities, or transportation?
-- what will the programs provide: academic work, vocational training, work experience?

SUGGESTIONS FOR A MODEL POLICY: It appears that a model policy for concurrent enrollments should have the following characteristics:

1. The policy should be established on the state level, between the necessary agencies, allowing particular programs and special agreements to be worked out at the local level.

2. The policy should be permissive, or encouraging, in nature, stating what desirable goals for the student are to be hoped for; and it should contain the minimum of bureaucratic detail, to encourage creativity at the local level.

3. The policy should be fair, if not generous, in the funding provisions, so that the students will not be disadvantaged by the institutions' need to keep their bodies in a particular location for an arbitrary number of hours. One state, for example, encourages its schools to graduate seniors at mid-semester, but funds the school for the entire year. At the other end of the continuum, some schools require the student to attend for 30 hours per week, while concurrently enrolled in a college.

4. The policy should establish whether credit will be given at the college, the high school, or both

5. The programs established should, if possible, include academic, vocational, and even (as in Maryland) work training, so that various clientele can receive the benefits of acceleration and enriched programming. This seems to be viewed by many as a means of reawakening young people at a critical point in their lives, and providing them with a challenge.

6. It should provide for a means for contracting, as appropriate, for services (staff) or facilities, in order to provide optimum use of both.

(Paper prepared for the annual conference, American Association of Community and Junior Colleges, Atlanta, Georgia, April 9 - 12, 1978)

STATE POLICIES ON DUAL (CONCURRENT) ENROLLMENT OF HIGH SCHOOL STUDENTS IN COLLEGE
A SURVEY OF THE 50 STATES
March, 1978

STATE	AGENCY RESPONDING	POLICY STATEMENTS
Alabama	State of Alabama Commissioner on Higher Ed. One Court Square Montgomery, ALA 36104 AND State of Alabama Dept. of Education State Office Building Montgomery, ALA 36130	Policy approved by State Board of Education, September 19, 1977 1. Dual enrollment: (1) must be a graduating senior or a "gifted" students; (2) recommended by local superintendent/principal; (3) maximum of 5 quarter hours per quarter can be taken; (4) college credit earned may not be substituted for high school credit. 2. Summer enrollment for accelerated high school students, juniors or seniors. 10 quarter hours may be earned during summer. Earns college credit. Some prequisites. Colleges and schools may develop cooperative operational guidelines.
Alaska		
Arizona	State Board of Directors for Comm. Colleges of Arizona 1535 W. Jefferson Phoenix 85007	"Concurrently enrolled high school students who are able and ambitious can enroll in college level courses. Generally, this status is limited to senior high school students, but may apply to other circumstances if permission is granted by the high school and college." Each of the 5 campuses in the Maricopa County Community College District have a concurrent enrollment program for high school students. Credit is recorded in college transcripts, but many high schools are accepting it toward a diploma.
Arkansas	State of Arkansas Dept. of Education State Education Bldg. Little Rock 72201 AND Dept. of Higher Ed. 1301 W. 7th St. Little Rock 72201	Dept. of Education has no regulations. Many of 385 p.s. districts have such policies established by their respective local boards of education. Some permit dual enrollment and some do not. Some students take courses for credit between junior & senior years. Each college or university determines admission requirements. "Does not have a comprehensive set of regulations or policies which deal with joint or dual enrollment in high schools and community colleges." Have recognized a problem of dual reporting for funding where students are enrolled in both institutions during a normal day and are reported in ADA for secondary schools & semester credit hours for the community college are presently not allowing dual reporting if enrollment where they are aware of it.

STATE	AGENCY RESPONDING	POLICY STATEMENTS
California	Chancellor's Office California Community Colleges 1238 S. Street Sacramento 95814	Matter is covered by statute: Education Code Part 47, Chap. 1, Article 1, Sections 76001 and 76002: Any community college may admit: (1) junior or senior; (2) recommended by principal, pursuant to rules adopted by local board; (3) receives college credit, or high school credit, as arranged; (4) must attend high school for the minimum school day; (5) for acad. or vocational education; (6) students may be admitted to community college summer school after completion of junior year; (7) summer school students credited to the community college district for funding purposes and shall receive college credit. PROPOSED BILL: Would allow students of any grade, with parental consent, to attend community college as special part-time students and take one or more courses. Must attend minimum school day. Community colleges credited for units of ADA as appropriate and also school district receives credit for attendance for minimum day. Applies to school or vocational education, and to high school or elementary school students.
Colorado	State Board for Comm. Colleges & Occupationa Education 207 State Services Bldg. 1525 Sherman Street Denver 80203	Permit dual enrollment only for advanced placement courses and for students who wish to take high school level courses offered by the area vocational school components of community colleges. In neither case is dual funding permitted.
Connecticut		
Delaware		

STATE	AGENCY RESPONDING	POLICY STATEMENTS
Florida	State University System of FLA 107 W. Gaines Street Tallahassee 32304	Dual enrollment is one mechanism used to accomplish legislative mandate of 1974 to "find ways to facilitate the acceleration of students qualified to move through the system at a more rapid pace." "Dual enrollment allows high school students to be enrolled concurrently in high school and a college, university or area vocational school. It also allows college students to be enrolled concurrently in a community college and a university. Dual enrollment and/or early admission (see below) have been implemented for high school districts in 59 of the 67 school districts in Florida. These alternatives have been available to students on an optional basis since 1963. Community College reports indicate that 4,542 high school students were also enrolled in community colleges. University reports indicate that 249 high school students were also enrolled in state universities. The total 4,791 represents nearly one out of every ten 1976 high school graduates who entered a post-secondary institution in the fall of 1976. Dual enrollment between community colleges and universities (or other colleges) is also reported."
Georgia	Board of Regents of Univ. System of Georgia 244 Washington St., S.W. Atlanta 30334	Dual enrollment program does not prevail in university system. Individual institutions engage in such programs in keeping with local circumstances and within general premises typified by these guidelines: (1) provided for superior high school senior who may earn high school and college credit concurrently; (2) student may fulfill high school graduate requirements by enrolling in freshman college courses; (3) there are requirements for course completions grade average, and test scores.
Hawaii	State of Hawaii Dept. of Education P. O. Box 2360 Honolulu 96804	Early or advanced admissions may be arranged for vocational or higher educational programs: (1) students shall attend public school 30 hours a week; (2) early admissions programs may be arranged; (3) credit may be granted for successful completion of special experimental programs...; (4) credits may be granted for approved work-study, community college, and university experiences.
Idaho	State of Idaho Dept. of Education Len B. Jordan Boise 83720	High school students are enrolled in various college courses, both academic & vocational. Talent & desire of student are considered in placement. "Gifted and talented" program places students in cooperating institutions. No written policies.

STATE	AGENCY RESPONDING	POLICY STATEMENTS
Idaho	North Idaho College Coeur d'Alene 83814	Will enroll seniors from area schools for maximum of two courses: (1) student must have exhausted high school course offerings in field and demonstrate superior ability. (2) must be recommended by administration; (3) must pay normal tuition and fees.
	College of Southern Idaho P. O. Box 1238 Twin Falls 83301	Six-year policy which has been successful: (1) any student college deems qualified to enroll with permission of high school principal or counselor; (2) usually involves seniors, but have sophomore-junior enrollment in special art or music offerings and other area not readily available in local high school.
Illinois	State of Illinois Illinois Community College Board 518 Iles Park Place Springfield 62718	Three cooperative programs: (1) students currently enrolled in high school may be accepted for a community college course with joint approval by the executive officer of the community college district and the high school district. Funding by the Illinois Community College Board if not counted toward high school graduation; (2) high schools may enter into contractual arrangements with a community college to have advanced or specialized high school level courses in either academic or vocational fields made available by the community college; (3) students below age of 16 in a gifted or accelerated program may be accepted in community college district and the high school district. Funding as above.
Indiana	State of Indiana Commissioner of Higher Education 143 W. Market Street Indianapolis 46204	"Indiana doe. not have a policy, rules, or regulations dealing with admissions or more specifically dual enrollments. The six public institutions through their individual board of trustees establish such policies."
Iowa	State of Iowa Dept. of Public Instruction Grimes State Office Bldg. Des Moines 50319	Source: Chapter 280A, Area Vocational Schools & Community Colleges, of the Code of Iowa. There are 17 "area schools" which may offer "programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local high school, public or private." Students need approval from both school district and "area school administrators." If the local school pays the student's tuition, the student cannot be included in the F.T.E. of the "area school" for the purpose of computing general aid.

STATE	AGENCY RESPONDING	POLICY STATEMENTS
Kansas		
Kentucky	Commonwealth of Kentucky Dept. of Education Frankfort 40601 AND University of Kentucky Community College System Lexington 40506 AND Commonwealth of Kentucky Council on Higher Ed. Frankfort 40601	No written regulations or policies. A high school student may take a college course; however, they may not receive high school credit for the course. Each local school system develops its own policies in conjunction with the colleges and universities. Source: "Rules of the Community College Senate": high school students may enroll in a community college with recommendations from the high school administration. Academic criteria for admission shall be established by the director of the community college, approved by the faculty, and reported to the Vice President for the Community College System at the University of Kentucky prior to implementation. No overall regulations or policies for state. Matter generally under purview of individual institution and their boards.
Louisiana	State of Louisiana Dept. of Education P.O. Box 44064 Baton Rouge 70804 AND Board of Regents Suite 1530, One American Pl. Baton Rouge 70825	Source: State Board of Elementary and Secondary Education regulations (1) High ability students may be admitted to college on a full-time basis if completed 3 years with a "B" average, has a minimum composite score of 24 on the ACT, and is recommended by the principal. (2) Upon earning 24 semester hours, the student will be eligible to receive a high school diploma. There are no statewide regulations governing high school students' enrolling in college-level courses. Policies are set by each institution through their boards.
Maine	Dept. of Educational & Cultural Services Augusta 04333	The Department does not have a regulation or policy regarding concurrent enrollment. It is a matter of local educational agency prerogative. Secondary schools have such programs as advanced placement courses, work-study courses and others.

STATE	AGENCY RESPONDING	POLICY STATEMENTS
Maryland	Maryland State Dept. of Ed. P.O. Box 8714 BWI Airport Baltimore 21240	Source: "Graduation Requirements for Public High Schools in Maryland" (1) Early College Admission Program: The student may receive the high school diploma after successfully completing 1 year of college work. Permission is granted by local superintendant upon proof of early admission to an accredited college. The students' program for the first year of college must also be approved. (2) Early Admission to Approved Vocational, Technical, or Other Post-Secondary School. The student may receive the high school diploma after successfully completing 1 year of post-secondary work. Same conditions as above. (3) Job Entry Training Program. The student may receive the high school diploma upon successfully completing a job training program in accordance with a planned agreement among employer, student, parent, school and completing of the minimum 11 general education credits.
Massachusetts	Commonwealth of Massachusetts Dept. of Education 31 St. James Ave. Boston 02116	The Department of Education has established no policy or regulation on dual admissions as this would be governed by Massachusetts Board of Higher Education. No response from that Board or the Board of Regional Community Colleges.
Michigan		
Minnesota	Minnesota State Dept. of Education Capital Square	"Secondary schools may give credit for graduation only for work completed at the secondary school level. Work done in college for college credit may not be so credited." However, the Department is coming to regard the senior (12th) year as a transitional year. Numbers of seniors are attending community college, four-year college universities, or vocational-technical schools for part of each day. State aid is proportional to the part of the stipulated 6-hour day spent in the high school. Also, seniors may graduate before end of the year and the district will still collect full foundation funds.

STATE	RESPONDING AGENCY	POLICY STATEMENTS
Mississippi	State of Mississippi Dept. of Education Div. of Junior Colleges P. O. Box 771 Jackson 39205	No state regulations, but feels certain that a majority of the public junior colleges permit dual enrollment for advanced students.
Missouri	State of Missouri Dept. of Elementary & Secondary Education P. O. Box 480 Jefferson City 65101 AND Director of Community Colleges & Tech. Ed. Dept. of Higher Ed. 600 Clark Avenue Jefferson City 65101	Response related to request for "information concerning state regulations... dealing with part-time attendance." The FTE attendance is limited to the actual clock hours of attendance in courses which are part of the regular school curriculum. No state-level written policies on dual enrollment. Students over 16 may attend school part-time. Post-secondary institutions have implemented several varieties of early admissions programs. Common practice is to hold credits earned in escrow until student graduates from high school and enrolls at granting institution.
Montana	Montana University System 33 Last Change Gulch Helena 59601	Source: Admission Policy of the Montana University System. Item 4 provides for the System to enroll high school students concurrent with their attendance in high schools. (1) "Such admission shall be highly selective and shall be confined to students who present evidence of high ability and achievement and maturity to do college work." (2) Emphasis is on providing educational opportunities not available in the high school. (3) Principal must approve students' participation.
Nebraska	Nebraska Coordinating Commission for Post-secondary Education P. O. Box 95005 Lincoln 68509	No state wide regulation or policies on dual enrollment.
Nevada	Univ. of Nevada-Reno Office of Admissions & Records Reno 89557	High school senior with above average achievment through the junior year may qualify for early admission to register in university courses prior to graduation subject to certain requirements. A maximum of 18 semester credits may be earned prior to high school graduation (6 credits per semester & summer). Must continue attendance at high school until graduation. Correspondence courses are available.

STATE	RESPONDING AGENCY	POLICY STATEMENTS
New Hampshire		
New Jersey	State of New Jersey Dept. of Higher Education 225 W. State Street Trenton 08625	Policies are set by the colleges.
New York	The Univ. of the State of New York The State of Education Dept. Supervisor of Secondary Ed. Albany 12234	Sources: (1) The Articulation of Secondary and Postsecondary Education (Department position paper #21, 1974) "The Regents encourage postsecondary institutions, in cooperation with the secondary schools, to provide challenging opportunities for high school students who have demonstrated intellectual and social maturity. These opportunities might include early admission to college, collegiate-level work offered in the high school, or other means of providing advanced work." "The interchange of and communication between the faculty and staff from different types and levels of educational institutions are essential for significant improvement in articulation. A number of approaches can be taken to promote the interchange process: short-term faculty exchanges; longer term joint appointments; team teaching; special lectures or mini-courses by guest educators; workshops on topics of common interest; joint research projects or the preparation of teaching material; or teaching in special "bridge" programs which involve a mixture of secondary and postsecondary study." Sources: (2) Linking Schools and Colleges, An Inventory of Articulation Practices in New York State, 1974-75 (Department publication, 1975). "Virtually all colleges allow able, well-prepared students to enter college for full-time study after the junior year of high school." "In addition, colleges and schools are expanding opportunities for formats which allow students to remain in the high school through the twelfth year while enrolled in courses taught by college faculty. Such practices take a number of forms."

STATE	RESPONDING AGENCY	POLICY STATEMENTS
North Carolina	Univ. of North Carolina Off. of the Vice-President for Student Services P.O. Box 2688 Chapel Hill 27514 AND State Board of Education Dept. of Comm. Colleges Raleigh 27611	No university-wide policy; responsibility is delegated to the individual institutions of the University. Some enroll high school students (under certain conditions) and some do not. Source: North Carolina Administrative Code, 4C.0300. "It shall be the policy of the State Board of Education and the Community College System to encourage young people to complete high school before seeking admission to community colleges or technical institutes." However, such enrollment is not forbidden by law and the question is currently being studied.
North Dakota	Dept. of Public Instruction Bismarck 58505	Some school districts permit dual enrollment in college subjects. The district gets full foundation funding for the student. Policies are all determined locally.
Ohio	Dept. of Education Div. of Guidance and Testing 65 South Front Street Columbus 43215	No regulations or written policies at the state level which direct college admission offices or high school counselors in respect to dual enrollment. High school students in Ohio are taking college courses. This is approved and coordinated at the local level between the school district and the college. The Department supports efforts to aid students advance their education.
Oklahoma	State Dept. of Education Off. of Assist. Superintendant Instruction Division 2500 N. Lincoln Blvd. Oklahoma City 73105	Source: document entitled Regulations on Concurrent Enrollment of High School Seniors in College. "A senior student enrolled in an accredited high school may (upon meeting requirements) be admitted provisionally to a college or university in the Oklahoma State System of Higher Education as a special student." Criteria: 1) meet published criteria for admission (other than high school graduate) 2) load of high school and college combined not to exceed the equivalent of 15 semester hours 3) will graduate in spring of senior year 4) college work not counted toward high school graduation

STATE	AGENCY RESPONDING	POLICY STATEMENTS
Oregon	Dept. of Education 942 Lancaster Dr. N.E. Salem 97310	Colleges may admit a limited number of special admissions students. No general policy on concurrent enrollment.
Pennsylvania	Commissioner of Pennsylvania Dept. of Education Bureau of Acad. Programs Box 911 Harrisburg 17126	No regulations, policies or guidelines relating to dual enrollment. Secondary and postsecondary schools encouraged to draft their own agreements. These are taking place and will be formally surveyed in the near future as part of a comprehensive articulation study. Dual enrollment is handled in a variety of ways.
Rhode Island	State of Rhode Island & Providence Plantations Dept. of Education 199 Promenade Street Providence 02908	Have conducted a study of transitional programs such as concurrent enrollment, and made recommendations to the Board of Regents, which they approved in December 1976. (1) School districts are required to prepare statements of policies on advanced placement, early graduation and concurrent enrollment for distribution to parents and students in grades 8-12. (1) Policies shall be established on requirements for grade average and recommendations by staff. (3) Students usually take 1 or 2 courses, but may complete high school requirements in a college setting. More than 90% of Rhode Island schools permit concurrent enrollment, and at least 11 colleges participate. Source document: The Transition Between Secondary and Postsecondary Education, published by the Bureau of Research of the Department of Education, 1976.
South Carolina	South Carolina Commission on Higher Education Rutledge Building Columbia 29201	Dual enrollment is under the jurisdiction of the Department of Education. No statewide policy exists, except that "no credit toward a high school diploma can be granted for any course not taken under the direct supervision of a high school teacher." The Department encourages increasing opportunities for talented high school students. Each secondary school investigates opportunities for advance college credits for its students and makes arrangements with the college in its locality.
Tennessee	Tennessee Higher Education Commission 501 Union Building Nashville 37219	"There are no state level policies with regard to dual enrollment of high school students in college courses." Individual institutions may have such policies."

STATE	AGENCY RESPONDING	POLICY STATEMENTS
Texas	Texas Education Agency 201 E. Eleventh Street Austin 78701	Source: "Guidelines for the 1977-78 School Year for the Provision of Occupational Education for Secondary Students by Contract." School districts with limited funds or few students may contract for vocational instruction at other teaching institutions. "A written request may be made for mixing secondary and post-secondary students where there are too few to justify a full class of secondary students." - but this practice is discouraged. No other cooperative programs were cited.
Utah	Commissioner State Board of Regents 807 E. South Temple Street Salt Lake City 84102	"No formal policies exist in Utah relative to (this) subject. There are three small community colleges and two technical colleges in the state."
Vermont	State of Vermont Dept. of Education Chief, Secondary Education Montpelier 05602	"The Vermont State Board of Education adopted a new high school graduation regulation on July 20, 1976. Dual enrollment of secondary school students in junior, community, vocational and other higher education institutions is permitted and encouraged. I would estimate that 20% of Vermont's secondary schools are currently taking advantage of this option.
Virginia	Commonwealth of Virginia Dept. of Education Guidance Services Richmond 23216	Gifted or talented students may begin advanced education before graduating from high school, in the academic or vocational areas. Requirements include: (1) completion of at least 9 or 11 specified courses; (2) a program must be designed; (3) courses must be comparable to those required for high school graduation and be year-long; (4) when all requirements for the diploma are met, the principal of the secondary school shall issue the diploma.
	Council of Higher Education 700 Fidelity Building 9th and Main Streets Richmond 23219	The Council is not involved in these policies, but states that "the number of dually enrolled students is increasing in Virginia, largely because of the 1976 Standards of Quality adopted "for public schools. Among the Standards is one calling for each school division to "provide differentiated instruction increase educational challenges and to enrich the experiences and opportunities available to gifted and talented students." Several community colleges are offering special courses in area high schools, or admitted high school students, as did Virginia Commonwealth University. The Standards specify that the student must be able to meet all requirements for graduation by the end of his/her first year of advanced education.

STATE	AGENCY RESPONDING	POLICY STATEMENTS
Washington	State Board for Community Coll. Education P.O. Box 1666 Olympia 98504	Enrollments of high school students in community colleges shall be based upon either administrative agreements between the colleges and the districts covering contracted instructional services for groups of students, or concurrent enrollment of individual students. (1) The college may count the enrollment provided the school district does not count the students for the same hours; (2) regular fees are charged either the student or to the contracting district; (3) enrollments in special courses specifically created for high school students under agreements, cannot be reported as part of the college enrollment, if the district pays the entire cost of such instruction, including tuition and overhead; (4) enrollments of individual high school students in a community college should be reported as usual, provided the student presents a form from the parent school acknowledging his concurrent enrollment, and the student pays the fees. Source: Washington Administrative Code, Chapter 180-72, dealing with Adult Education. Defines "adult education" to mean all education or instruction, including academic, vocational education or training, and "occupational education..." provided by public educational institutions, including common school districts for persons who are eighteen years of age and over or who hold a high school diploma or certificate... There appears to be some discrepancy in the views of the two agencies.
Washington, D. C.	Public Schools of the District of Columbia Off. of the Superintendent Presidential Building 415 12th Street, N.W. Washington, D. C. 20004	"High School/College Internship Program (HI/SCIP) as an alternative program for students entering the senior year of high school. It allows academically accelerated students, who have completed the requirements of the eleventh grade, the opportunity to enroll in freshman courses at local college campuses, adjust to the pace of college studies and earn college credits while remaining a high school student. Upon successful completion of required courses at the high school or the college, the student is graduated from the home high school." Requires senior standing and 3.0 grade average.

STATE	AGENCY RESPONDING	POLICY STATEMENTS
West Virginia	State of West Virginia Board of Education Charleston 25305	"Six semester hours of college credit may be counted as ten hours (1 unit) of high school credit provided the subject matter is such as is ordinarily taught in high school. This standard is found under Special Standards - High School credit for college work and is the only regulation or policy used by West Virginia (County or individual schools may have a program to direct students towards dual enrollment or they may decide not to have a policy for dual credit). This is a procedure standard and not a requirement."
West Virginia	West Virginia Board of Regents 950 Kanawha Blvd., East Charleston 25301	"The West Virginia Board of Regents does not have any policies or regulations defining the possibilities for high school students to enroll in college credit courses. Individual colleges and universities in the State do cooperate with high schools in providing opportunities for enrollment for selected high school students. These opportunities can occur in either the academic subjects or in vocational courses during the senior year of high school. (It is my understanding that) credits may not be awarded in both a high school and a college for the same course."
Wisconsin	State of Wisconsin Board of Vocational & Adult Education 4802 Sheboygon Avenue Madison 53702	1) Students who have completed most of the required courses for high school graduation may enroll in programs for vocational or technical education and achieve advanced placement in that program, usually in the second semester of the senior year. 2) No general policy; high school students may enroll in the college parallel courses during free periods and general state aids for the college. 3) Public schools may contract for "slots" in a vocational or tech- class, pay the cost to the no-technical school, and collect state aid for the student as an enrollee of the public school district. 4) Public schools may also contract with the no-technical district for teacher service, and/or for use of facilities.

STATE	AGENCY RESPONDING	POLICY STATEMENTS
Guam	Department of Education Pupil Personnel Services P.O. Box DE Agana, Guam 96910	"At the present time Guam is in the process of formulating policies regarding dual enrollment."
Canal Zone	Deputy Superintendent of Schools Balboa Heights, Canal Zone	"Because of the distances and time schedules we have not found dual enrollment between high school and college to be particularly effective. We have developed, however, a very effective program of early graduation from high school." Students are graduating at mid-year or even 1 year early. "We do allow a high school student to enroll at the College, for either high school or college credit, in courses which are not available at the high school. These are most frequently courses which a student has begun elsewhere (such as a foreign language) and are not taught in our high school, or an advanced course beyond high school level for someone who is especially gifted in some area."
American Samoa	Department of Education Government of American Samoa Pago Pago, American Samoa 96799	Source: "DOE Policy" of 1976. "External credits - The Department of Education recognize that under certain circumstances it may be necessary to accept the transfer of non-high school external credits in order to permit a student to meet graduation requirements or for the educational welfare of the student. I. Responsibility - The Director of Education has delegated to each High School Principal the authority to individually evaluate each credit transfer request and to decide its validity.
Trust Territory of the Pacific Islands	Office of the High Commissioner Saipan, Mariana Islands 96950	"At the present the Trust Territory has no such programs, nor are there regulations or policies governing such programs."

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